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PERSONAL SERVICES

FASHION & FURNISHINGS

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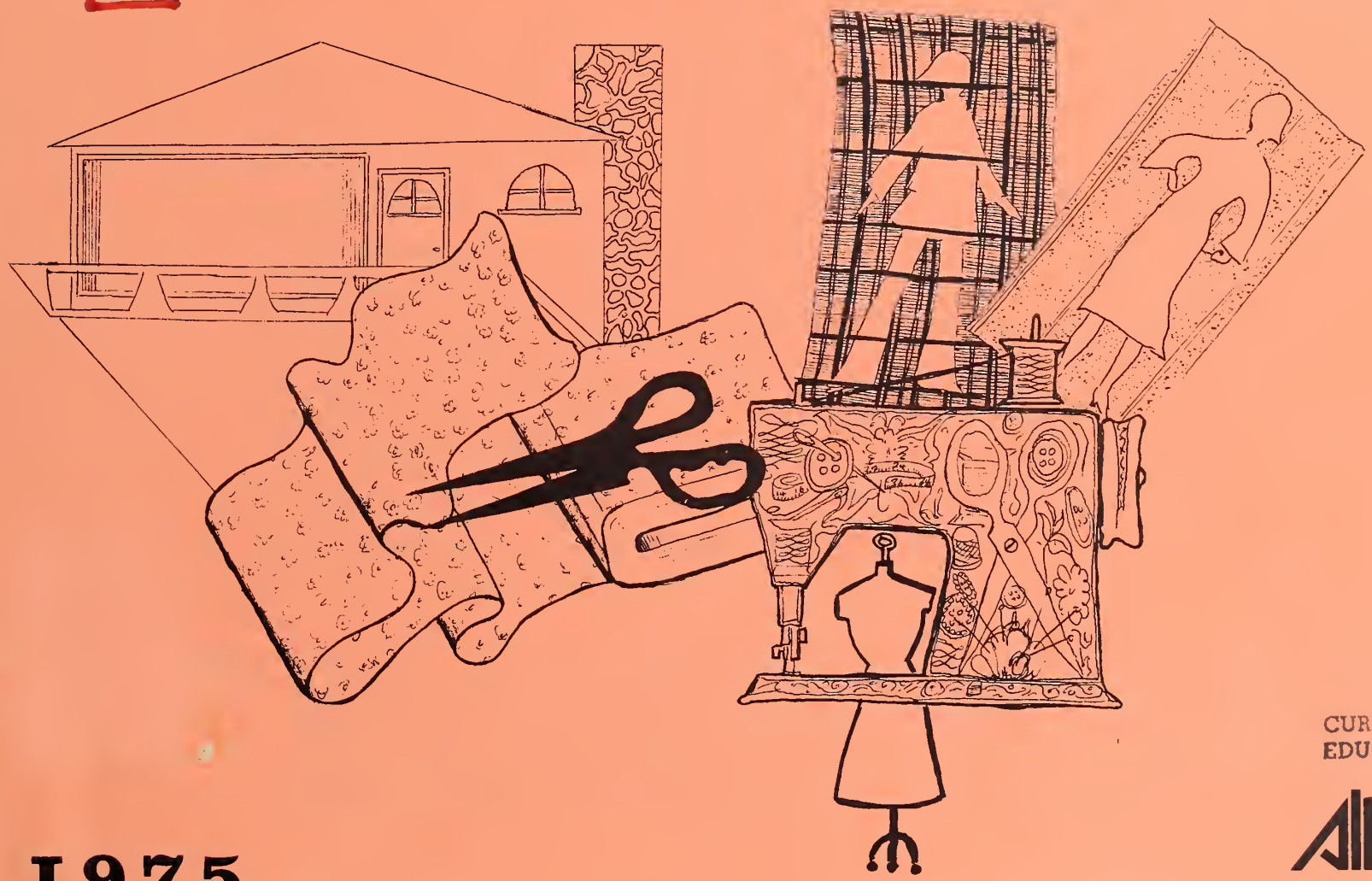

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ACKNOWLEDGMENTS

The Department of Education acknowledges with appreciation the contribution of the following Ad Hoc Committee members to the preparation of this guide.

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning course content. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

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I. INDUSTRIAL EDUCATION

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in Industrial Arts and Vocational Education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process the courses develop the student's knowledge of himself, his talents and his skills.

The Industrial Education course "guides" provide the teacher with an outline of the topics, generalizations and concepts selected as most relevant for the physical and mental development of the students and the logical development of the subject area in accordance with the resources of the school in both teaching personnel and facilities.

The Guide leaves much scope for the teacher to develop content related to the topics, especially in writing behavioral objectives describing specific changes in student behavior anticipated from the learning tasks.

It is expected that each school district will develop a program of Industrial Education appropriate to the fulfilment of the needs of its student clientele.

II. OBJECTIVES

A. Industrial Education Objectives

The general objectives of Industrial Education complement the aims and objectives of the secondary school. The objectives of Industrial Education are

1. To provide students with the curriculum content designed to develop fundamental tool and procedural skills which help prepare them to enter a family of occupations.

2. To provide students with courses that serve as vehicles which help them relate their academic knowledge to vocational competencies.

3. To provide students with the opportunity to develop basic competencies, both academically and in work skills to enter either a job or a post-high school institution for further education.

4. To provide students with the environment whereby they may develop sound attitudes, acceptable work habits, and achieve a feeling of accomplishment.

B. Personal Services Career Field Objectives

The Personal Services courses should give students an opportunity to:

1. Gain an understanding of the career field.

2. Promote a concept of personal service and assist the student to develop an individual philosophy of services.

3. Gain knowledge of personal care and good nutrition which will contribute to the individual's well-being and health.

4. Develop the basic skills and knowledge necessary for entry into a job or post-secondary educational institutions.

C. Major Area of Study Objectives

1. To make students aware of opportunities and careers related to fashion and furnishings.

2. To develop skills in construction as related to clothing and home furnishings.

3. To make students aware of consumer responsibility.

4. To promote the conservation of energy and natural resources.

III. EVALUATION

Evaluation of student growth should be based on stated behavioural changes and specific criteria understood by the students. Allowance should be made for both self and teacher evaluation and in some cases peer evaluation. Evaluation should further be based on the three domains of learning as defined by an Alberta committee of Industrial Education teachers. Their categories are as follows:

a. Verbal and Written Communication
b. Personal Growth
c. Manipulative Skills

The weighting given each of the three measures will depend on the nature of the behaviour being evaluated. For a more detailed treatment of evaluation see the Industrial Education Handbook.

IV. ORGANIZATION

A. Guide Organization

The course guides are developed on the following pattern:

1. Topic: Each course is subdivided into a number of topics.

2. Generalization: The main generalization or "big" idea that students should learn follows each topic.

3. Concepts: The concepts divide the topic into the teaching components. They give more direction on specific areas that should be studied.

4. Behavioural Objectives: These describe specific changes in student behaviour which result from the learning tasks he performs.

   The guide gives only a few sample behavioural objectives. <u>It is the responsibility of the teacher to develop as many behavioural objectives as he can teach in the time available</u>.

Facts are taken to be items of specific information, concepts are categories of information, and generalizations express the relationship between concepts.

In planning a lesson, the teacher moves down this hierarchy, whereas in learning the student begins with facts and moves upward.

	Generalizations		
	↓	↑	
Teacher	Concepts	Concepts	Student
	↓	↑	
	Facts	Facts	

5. Suggested Activities: A few suggestions are made as to the types of activities that could be used to achieve the behavioural objectives.

6. Resource Materials: This column suggests where materials may be obtained.

B. Program Organization

1. Program Description

The fashion and furnishings modules give the students the opportunity to learn the theory and skills in the fashion and furnishings field. They will learn to identify and use fabrics and equipment and be able to apply the basic principles of design. Opportunity will be given to work with a wide variety of fabrics and projects involving varying skills and techniques. In the process, they will learn about the trade, job possibilities, business practices and opportunity for continuing education. Hopefully, they will develop confidence in their own ability to get a job or enhance their avocational interests.

2. Organization of Majors

The course is divided into seven, five-credit modules. Entry into the program is through Fashion and Furnishings 12, Clothing and Textiles 10, or the appropriate modules from Industrial Education 10.

Fashion and Furnishings 32C is the last course in the 35-credit program and can be used to:

a. Take work in actual job training under a work experience plan whereby the Fashion and Furnishings teacher supervises the student's program. The student must also be under the supervision of a competent person while on the job.

b. Provide greater depth to a module taken previously.

In addition to the modules set out in the major for Fashion and Furnishings, a student may select modules designated as minors. These are normally the first level or introductory course of the area. e.g. Beauty Culture or Commercial Art.

3. Facility Organization

The organization of the physical facilities is in part determined by the original plan. There are however adjustments that can be made in the layout by the teacher to accommodate his/her style of teaching. The number of students in a class affects the way the lab or shop is organized. While most of the shops in Alberta are designed for 16 to 20 students, a number of factors must be considered in the final assignment of class load. These factors include.

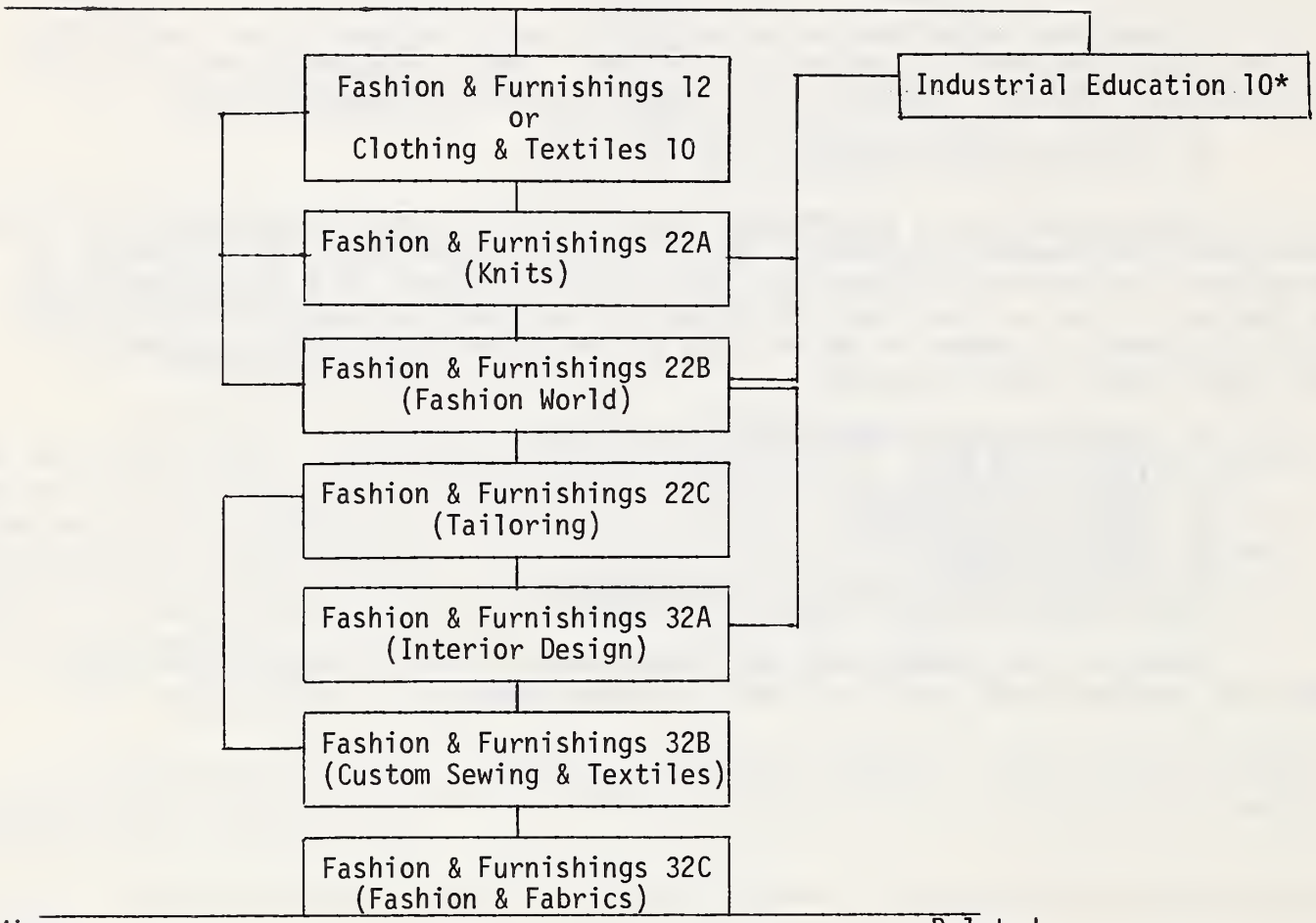
1. physical size of the shop or laboratory
2. type of student
3. amount of equipment
4. type of programming
5. type of course
6. training and experience of the teacher.

Safety of the students and their opportunity to obtain teacher contact are important considerations when class loads are determined.

CAREER FIELD

PERSONAL SERVICES

Fashion & Furnishings



Minors

Beauty Culture
Food Preparation
Health Services
Visual Communications
Commercial Art
Performing Arts

Related

Work Experience
Business Education

*Industrial Education 10 utilizing the material from Fashion & Furnishings 12.

V. CAREER OPPORTUNITIES

Students taking all or most of the modules in Fashion and Furnishings may look forward to the following opportunities:

Fashions & Furnishings (35 credits)

Post High School Studies	Career Entry
N.A.I.T. or S.A.I.T. Agricultural and Vocational Colleges Mount Royal College University Teacher Education Grant MacEwan College	1. Job Training a. upholstery b. drapery shops c. costume shops d. couturier shops e. knit shops f. sewing machine shops g. apparel industry h. department stores 2. Custom Dressmaking 3. Creative Crafts 4. Boutiques 5. Aides to Fashion and Design Consultants

VI. FASHION AND FURNISHINGS

1. Fashion and Furnishings 12

(Quick and Easy Sewing)

INTRODUCTION

Fashion and Furnishings 12 is the first of a series of courses which, taken together, will culminate in competence in the sewing trades. Students may advance from this course to either 22A or 22B.

I. OBJECTIVE

The objective of Fashion and Furnishings 12 is to provide students with a knowledge of career fields, wardrobe planning, basic textile weaves and fibre, simple construction techniques using commercial patterns and the use of domestic sewing machines.

II. CONTENT SUMMARY

1. Career field study
2. Safety
3. Introduction to clothing
4. Planning a wardrobe
5. Introduction to fabrics
6. Sewing by machine
7. Patterns

III. REFERENCES

Primary References

Craig, H. T. *Clothing - A Comprehensive Study*. McClelland and Stewart Ltd., Toronto, 1968. $7.20.

Cunningham, Gladys. *The Singer Sewing Book*. Singer Company, 1972. $8.95.

Secondary References

Construction

1. Bane, Allyne. *Tailoring*. McGraw-Hill Book Company, Toronto, 1968.

2. Basic Knits. *The Knack of Sewing With Knit Fabrics*. Brown, Farris and Jefferson Limited for Basic Knits, Knit Knack of Canada Ltd., Vancouver, 1971.

3. Ficarotta, Phyllis. *Sewing Without a Pattern.* (Little Craft Book Series). Saunders of Toronto Limited, 1885 Leslie Street, Don Mills, Ontario.

4. Martensson, Kerstin. *It's Easy to Sew Men's Wear.* The Stephen Greene Press, Brattleboro, Vermont, 1972.

5. Vogue Patterns. *Everything About Sewing Knits.* Butterick Marketing Co., P.O. Box 4001, Terminal A, Toronto 1, Ontario, 1971.

6. Vogue Patterns. *The Vogue Sewing Book.* Vogue-Butterick Pattern Co., P.O. Box 4001, Terminal A, Toronto 1, Ontario, 1971

7. Wilson, Violet I. *The Joy of Sewing.* Saunders of Toronto Limited, 1885 Leslie Street, Don Mills, Ontario, 1973.

Textiles

1. Joseph, Marjory L. *Introductory Textile Science.* Holt, Rinehart and Winston of Canada Limited, Toronto, 1966.

2. McDermott, Irene and Jeanne Noris. *Opportunities in Clothing.* Charles A. Bennett Company, c/o Copp-Clark Company, 517 Wellington Street, West, Toronto, Ontario.

3. Pattern, Marguerite. *The Care of Fabrics.* Ginn and Company, 35 Mobile Drive, Toronto, Ontario, 1971.

Fashion and Design

1. Chambers, H. G. and V. Moulton. *Clothing Selection.* McClelland & Stewart Limited, Toronto, Ontario, 1969. $9.50.

Home Furnishings

1. Craig, H. T. and O. D. Rush. *Homes With Character.* D. C. Heath & Company, Toronto, 1966.

2. Faulkner, Ray and Sarah Faulkner. *Inside Today's Home.* Holt, Rinehart and Winston of Canada Limited, Toronto, 1960.

3. Tameanko, Marvin. *House and Home.* General Publishing Company Limited, Toronto, Ontario, 1968.

Consumerism

1. *Better Homes and Gardens*. Subscription Department, 1716 Locust Street, Des Moines, Iowa, 50336.

2. *Buymanship Principles*. (Consumers Education Issues Series). McGraw-Hill Ryerson Co. of Canada, 330 Progress Avenue, Scarborough, Ontario, 1973.

3. Curtis/Meehan/Walsh. *Home Truth*. (Consumers Education Issues Series). McGraw-Hill Ryerson Co. of Canada, 330 Progress Avenue, Scarborough, Ontario, 1973.

4. Hibbert/Murphy. *Credit Cost*. (Consumers Education Issues Series). McGraw-Hill Ryerson Co. of Canada, 330 Progress Avenue, Scarborough, Ontario, 1973.

5. *Insurance*. (Consumers Education Issues Series). McGraw-Hill Ryerson Co. of Canada, 330 Progress Avenue, Scarborough, Ontario, 1973.

6. *McCall's Needlework and Crafts*. McCall Pattern Company, 615 McCall Road, Manhattan, Kansas, 66502.

7. Oliver/Daypuk. *Money Matters*. (Consumers Education Issues Series). McGraw-Hill Ryerson Co. of Canada, 330 Progress Avenue, Scarborough, Ontario, 1973.

8. *Seventeen*. Subscription Department, Box 300, Radnor, P.A., 19088.

9. Weeres, Kenneth, W. *Dollars and Sense*. McGraw-Hill Ryerson Co. of Canada, 330 Progress Avenue, Scarborough, Ontario, 1970. $1.95.

Periodicals

1. *Canadian Consumer Guide*. Consumers' Association of Canada, 100 Gloucester Street, Ottawa, Ontario, K2P 0A4.

2. *Style - Canadian Women's & Children's Wear*. MacLean Hunter Publishers, 481 University Ave., Toronto, Ontario.

3. *Vogue Pattern Book (International)*. Subscription Department, Box 4001, Terminal A, Toronto, Ontario.

4. *Women's Wear Daily*. Fairchild Publications, 7 East 12 Street, New York, N. Y.

Resources

1. *Metrication - A Guide for Consumers*. Department of Consumer and Corporate Affairs. Free.

2. *Master Those Measures*. Department of Agriculture, Alberta. Free.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Career Field: Personal Services

Topic I: CAREER FIELD STUDY

Major: Fashion & Furnishings

Generalization A: There are a number of occupations and avocational activities related to the field of Fashion and Fabrics.

Course: 12

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Career Field Occupations		The student will: a. make a survey of the various occupations available in the career field and list the entry requirements. b. list courses available in the school attended which lead to a career in this field.	Speakers Tours	
2. Employment Opportunities - local - regional - national		a. discuss employment opportunities in the Fashions and Fabrics career field.		
3. Trade Certification		a. explain the requirements needed to get into the various careers related to Fashions and Fabrics.		

Notes:

Generalization B: Knowledge and practice of safety are essential in all laboratory activities.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Unsafe Act		The student will: a. list the consequences of unsafe acts relating to - power equipment - lifting - eye injury - hand tools.		
2. Unsafe Conditions		a. list unsafe conditions which lead to injuries.		
3. Accident Reporting		a. explain purpose and use of accident report forms.		
4. Compensation		a. explain the function of and benefits available under the Worker's Compensation Act.		
5. First Aid		a. clean and bandage a cut.		

Notes:

Generalization C: The art of dress may be organized in such a way that the effects of individual elements and principles are intensified, tempered, or obscured.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Significance of Clothing and Textiles to the Individual in Society a. Clothing as a medium for perception, artistic expression and experience b. Physiological aspects of clothing - comfort - attractiveness - suitability - physical condition of body		The student will: a. interpret clothing selection in relation to principles of design. b. apply principles of art to clothing selection. c. comprehend the relationship between values and good taste. d. analyze factors affecting taste. a. interpret standards of good fit in dress. b. choose fabric, style, finish and construction of clothing to suit various activities. c. relate physical condition to clothing selection.	Bulletin board display. Personal analysis. Analyze figure. Analyze face. Display various materials and discuss. Use resource people.	Horn: The Second Skin McCall's Teaching Aids Vogue Pattern Book Fabric Catalogs

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
c. Social and psychological aspects of clothing		The student will: a. describe the association between mood and clothing choices. b. appraise the place of clothing in communication and first impressions.	Discuss: Role-playing. Job interviews.	

Notes:

Generalization D: A flexible and coordinated wardrobe enables a person to dress smartly on a budget.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Consumer Selection		The student will: a. list the components of a basic wardrobe for oneself. b. plan a flexible wardrobe within a set budget.	Wardrobe inventory	Pollard - Experiences With Clothing
2. Consumer Responsibility		a. list and utilize the agencies of communication. b. discuss and recognize the advantages and disadvantages of types of credit.		
3. Consumer Use and Care		a. remove various spots and stains from several different fabrics. b. describe the care required for various finishes. c. identify problems resulting from various stains on a variety of fabrics.	Spot removal laboratory	Canadian Utilities, Northwestern Utilities, Department of Agriculture.
4. Consumer Responsibility		a. appraise textile outlets and their products. b. list and utilize the agencies which protect the consumer.	Have students visit stores and compare costs and quality.	Consumer Reports "Better Buymanship" (Co-ed)

Notes:

Generalization E: The garment industry utilizes many kinds of fabrics, material- natural and synthetic- which allow for infinite variations in texture, weave, design, function and construction methods.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Nature of Clothing and Textiles a. Textiles		The student will: a. evaluate the properties of various natural fibres used in textiles. b. identify generic names of natural and synthetic fibres. c. list some properties common to all synthetics. d. identify common finishes used. e. explain relationship between finish and fabric performance. f. identify simple and complex yarn. g. identify basic weaves. h. explain how weave relates to performance of fabric.	Prepare swatch chart. Prepare yarn collection. Microscope viewing.	
b. Garments		a. construct three or more well-made garments involving increased difficulty and using a variety of fabrics.		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
		The student will: b. draft or adapt a pattern for a portion of a garment. c. analyze elements of good fit. d. use measuring tapes. e. use accepted marking methods. f. use hand equipment - shears - needles - pins - novelty aids - decorative aids. g. do pressing and ironing.		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. The Sewing Machine		The student will: a. identify the parts and functions of the machine. b. thread the machine. c. fill the bobbin. d. adjust the tension for various fabrics. e. clean and oil.		
2. Sewing Techniques		a. sew various materials using regular stitch. b. do basting and gathering. c. use the zig-zag stitch. d. do decorative stitching. e. use the basic attachments. f. evaluate own work.		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Commercial Patterns		The student will: a. use a commercial pattern and explain the use of the construction sheet. b. sew a number of garments such as - peasant blouse - pants - shorts - skirt. c. evaluate own workmanship and fit.		Simplicity's "Let Yourself Sew". "Meet Judy"

Notes:

VI. FASHION AND FURNISHINGS

2. Fashion and Furnishings 22A

(Knits)

INTRODUCTION

The objective of this module is to thoroughly educate the student about knits.

Knits are presently the most popular fabric being sold and therefore it is very important that the student be able to select a good quality knit for the purpose intended as well as be able to construct a well-made garment using the material. Since knits are being used for all types of clothing, the student will have the opportunity to make a variety of garments using a diversity of sewing techniques.

I. OBJECTIVES

The objectives of Fashion and Furnishings 22A are to:

1. Give students a knowledge of the content and construction of knit fabrics.

2. Give practice in selecting fabrics for appropriate use.

3. Allow students to learn special sewing techniques.

4. Give students a knowledge of care and cleaning of knit fabrics.

II. CONTENT SUMMARY

1. Knits on the market
2. Care of knits
3. Patterns for knits
4. Knit sewing techniques
5. Projects using knits

III. REFERENCES

No single text is prescribed.

Basic Knits. *The Knack of Sewing With Knit Fabrics*. Brown, Farris and Jefferson Limited for Basic Knits, Knit Knack of Canada Limited, Vancouver, 1971.

Teacher's Manual also recommended.

Dominion Simplicity Patterns Limited. *Knits*. Educational Division, Simplicity Pattern Company, 120 Mack Avenue, Scarborough, Ontario, M1L 1N3. (leaflet).

Vogue-Butterick Pattern Service. *Knits.* Educational Department, Vogue-Butterick Pattern Service, P.O. Box 4001, Terminal A, Toronto, Ontario. (leaflet).

Vogue Patterns. *Everything About Sewing Knits.* Vogue-Butterick Fashion Marketing Company, P.O. Box 4001, Terminal A, Toronto, Ontario.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Topic I: KNITS ON THE MARKET

Major: Fashion & Furnishings

Generalization A: A wise consumer is educated about the knits on the market and shops where the best quality can be obtained for the money spent.

Course: 22A

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Weft Knits a. plain knits b. purl knits c. rib knits d. pattern knits e. double knits		The student will: a. explain the difference in construction between a woven fabric and a knit fabric. b. identify the fibers, as well as the sources of the fibers, commonly used in knit fabrics. c. list the steps in the construction of a knit fabric from fiber to finished product. d. compare natural fiber knits with synthetic knits. e. identify different types of knit fabrics found on the market. f. describe the desirable properties and disadvantages of different knits.	Visit a knit fabric store. Students prepare a swatch chart of common knits found in the stores. On this chart label: - type of knit - fibre content - advantages - disadvantages - cost. Students may do some hand knitting to differentiate and better understand: - plain knit - purl knit, and - rib knit.	

Notes:

Generalization B: Type of care needed by the fabric will be determined by the nature of the knit and fiber content.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Care of Knits		The student will: a. explain the difference in the care of a wool knit, cotton knit, and a synthetic knit. b. demonstrate the washing and care of a given knit garment.	Experiment: Have samples of knits with different fiber contents. - cotton knit - wool knit - acrylic knit - polyester knit. Divide the class in half; one half washes the samples in hot water with a great amount of agitation; dry in hot drier until completely dry. The other half of the class hand washes the samples in cool to luke warm water with minimum amount of agitation; dry in cool drier, remove while still damp. Compare the results and form conclusions.	Filmstrip: "Patterns for Good Laundry" City of Calgary Electric System.

Notes:

Generalization C: Knits will give more satisfactory service when the type of knit and fiber content are compatible with intended end-use.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Fabric Weights		The student will: a. select knit fabric, pattern, and notions in relation to each other. b. given a knit fabric, determine its weight and stretchability and then decide what type of pattern it is best suited for. c. explain which style of pattern is best suited for each of the three weights of knits and why - light weight - medium weight - heavy weight. d. state the difference in pattern choices for a stretchable knit and a stable knit.	Fill in the use of each knit on the chart started in Topic I, "Knits on the Market." The students select illustrations of patterns for themselves as though they were to make a garment out of each weight of knit.	

Notes:

Generalization D: Garment construction is attractive and satisfying when sewing techniques are chosen carefully and accurate work is done.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Sewing Techniques		The student will: a. list the general steps in correct order for the construction of a garment - preparing fabric - fit and alterations - layout - cutting - marking - seams - neckline - finishes - closures - hems. b. alter miniature paper patterns for various fitting problems - T-shirt - slacks - dress. c. demonstrate how a knit fabric is prepared before cutting - plaids - stripes - napped fabric - marking.		

Notes:

Generalization D: Garment construction is attractive and satisfying when sewing techniques are chosen carefully and accurate work is done.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
		The student will: d. master sewing skills required by completing a well-executed sample of that technique or a child's garment which includes techniques to be learned - lining, underlining and interfacing - seams - 1/4 and 5/8 inch - welt - decorative stitching - neckline finishes (facing, collar, rib finish, V-neck, tab front) - closures (zippers, buttons, snaps) - pockets - sleeves (set in, raglan) - hems (machine stitched, catch stitch, tailors hem).		

Notes:

Topic V: PROJECTS WITH KNITS

Generalization E: Successful garment construction involves use of well chosen techniques and accuracy in workmanship.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Skill Development and Practice		The student will: a. make one or more garments and accurately demonstrate techniques appropriate for the knit fabric selected. b. evaluate workmanship and fit of finished garment.	Construction of one or more of the following: (i.) Sportswear - T-shirt - cardigan - slacks - jumpsuit - simple dress (ii.) Childrens' Wear (iii.) Lingerie	Basic Knits: the knack of sewing with knit fabrics.

Notes:

VI. FASHION AND FURNISHINGS

3. Fashion and Furnishings 22B

(Fashion World)

INTRODUCTION

This course is particularly designed for girls and boys interested in aspects of the clothing and textile industry other than garment construction. This course may be complemented by a course in Commercial Art, Photography, Crafts and Design, Merchandising, or Business Education.

I. OBJECTIVES

The objectives of Fashion and Furnishings 22B are:

1. To apply the principles and elements of design in construction, consumer selection and in merchandising as related to the individual and to the industry.

2. To utilize the many facets of modelling for personal and commercial use.

II. CONTENT SUMMARY

1. Principles and elements of design
2. Fashion or fad
3. Modelling
4. Consumerism
5. Merchandising in the fashion world
6. Projects

III. REFERENCES

See list under Fashion and Furnishings 12.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Topic I: PRINCIPLES AND ELEMENTS OF DESIGN

Major: Fashion & Furnishings

Generalization A: The principles and elements of design apply to the fashion industry in garment construction as well as in merchandising.

Course: 22B (Fashion World)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Design		The student will: a. study the theory of good design. b. discuss the elements of design which affect one's taste in clothing. c. study the effects of accessories on design in clothing. d. discuss effect of advertising on consumer's choice. e. design an advertisement to affect a customer in a specific way. f. explain the importance of fabric construction, texture, color and decorative techniques for purposes of design.		

Notes:

Topic II: FASHION OR FAD

Generalization B: Time is the difference between fad and fashion (style). Both affect consumer buying and the fashion industry.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Fashion		The student will: a. discuss the difference between fads, styles and fashions. b. make a scrap-book and study the history of clothing styles. c. discuss the effects of ethnic groups, politics or other influences such as war on styles. d. examine the effect of the designer's individual taste on fashions. e. describe the effect of crafts on fabric construction and decoration - batik - tie and dye - silk screening - knitting - crocheting.	Collect pictures of styles and fashion over past years. Research one particular fashion.	

Notes:

Topic III: MODELLING

Generalization C: Modelling is important to the fashion industry in that it displays garments to their best advantage.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Elements of Modelling		The student will: a. list the elements for self-improvement. b. practise the elements of charm, poise and manners as part of the total look. c. discuss the importance of figure control through diet and exercise. d. practise good grooming and make-up.	Have speaker from modelling agency. Model fashions for a school function.	
2. Modelling as a Career		a. list the firms which employ models. b. describe the work of a model.		

Notes:

Generalization D: With the large variety of goods available in a free enterprise society, consumers have both privileges and responsibilities.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Comparative Shopping		The student will: a. discuss the value of comparative shopping in order to get the most for his/her money. b. visit a number of stores and determine the best buy on a pre-selected object.		
2. Impulse Buying		a. explain the need for planning before buying. b. discuss the effect of advertising on wise buying.		
3. Credit		a. examine the advantages and disadvantages of credit and installment buying. b. select a garment and calculate the cost on the installment plan.		
4. Care & Maintenance		a. discuss the importance of care and maintenance of goods and the effect on performance. b. list the ways in which a consumer can help to improve the standards of products.		

Notes:

Topic V: MERCHANDISING IN THE FASHION WORLD

Generalization E: Merchandising becomes an important part of the fashion world as it directly involves the consumer.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Advertising		The student will: a. list ways in which advertising affects choice. b. discuss methods of merchandising - displays - fashion shows.	Visit the advertising department in a store.	
2. Job Opportunities		a. list the job opportunities in garment merchandising. b. discuss the growth of the small businesses - boutiques		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Project Work		The student will: a. as a final project of the course, make an in-depth study of any one area covered by the topics such as - costume design - fabric study - evolution of fashion - fashion drawing - display - photography - consumer problems (survey and study) - comparison of brands and prices. - comparison of good and poor design. - study of modelling agencies or fashion shows.		

Notes:

VI. FASHION AND FURNISHINGS

4. Fashion and Furnishings 22C

(Tailoring)

INTRODUCTION

The objective of this module is to help the student learn the more advanced sewing techniques of tailoring. The student should have superior sewing ability at this stage at a level which will enable him to produce a professional looking garment.

Fabric selection and application of the principles of design will be stressed to aid the student in the selection of a coordinated ensemble - the end product of this course.

I. OBJECTIVES

The objectives of Fashion and Furnishings 22C (Tailoring) are:

1. To help students recognize the need for knowledge of fabrics, tailoring techniques and principles and elements of design in selection of a coordinated ensemble in preparation for custom dressmaking.

2. To provide for students to learn advanced sewing techniques and pressing as applied in tailoring.

II. CONTENT SUMMARY

1. Fabrics and tailoring
2. Fitting and alterations
3. Tailoring techniques
4. Accessories

III. REFERENCES

No single text is prescribed.

Bane, Allyne. *Tailoring*. McGraw-Hill Book Company, Toronto, 1968.

Chambers, H. G. & V. Moulton. *Clothing Selection*. McClelland & Stewart Limited, Toronto, 1969.

Cunningham, Gladys. *The Singer Sewing Book*. The Singer Company, 1969.

U. S. Department of Agriculture. *How to Tailor a Woman's Suit*. U. S. Government Printing Office, Washington, D.C. 20402, 1969.

Vogue Patterns. *The Vogue Sewing Book*. Vogue Butterick Pattern Company, P. O. Box 4001, Terminal A, Toronto, Ontario.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
c. Occasion Intended d. Pattern Selected		The student will: b. given pictures of different figure types, select a pattern and fabric suitable to tailor for this specific type, and state why. c. identify suitable patterns for tailoring.		

Notes:

Topic II: FITTING AND ALTERATIONS

Generalization B: A well fitted garment is comfortable, becoming, and adjusts naturally to the movement of the wearer.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Fitting Factors a. Ease b. Line c. Grain d. Balance		The student will: a. describe a well fitted garment. b. given several examples of problem figures, adjust basic pattern pieces to fit each type of figure. c. explain the basic principles of fitting procedure. d. make up a muslin copy of his/her coat or suit to check for - fit - design placement - appropriateness of design.		

Notes:

Generalization C: Precision and accuracy in tailoring will produce an attractive, good quality garment.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Garment Construction a. Fabric Preparation b. Body Linings - Hymo - Wigan c. Pressing d. Lapel Stitching e. Tapes f. Buttonholes g. Pockets h. Collar i. Sleeves j. Hems k. Lining		The student will: a. describe the qualities of a well tailored garment. b. straighten and prepare a fabric for sewing. c. explain the purpose of each of the body linings. d. demonstrate techniques of good pressing used in tailoring. e. use correct padding stitch. f. obtain thin, straight edges and flat seams throughout the garment. g. make up samples of - a miniature collar illustrating lapel stitching with roll line and tape - piped bound buttonhole with facing - pockets - tailor's hem.	Students be called upon to explain and demonstrate a pressing aid selected by the teacher. Answer a quiz on the techniques of good tailoring.	Tailoring by Bane. The Vogue Sewing Book.

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
		The student will: h. correctly put up a straight tailor's hem with no imprint on right side. i. insert a lining correctly and accurately. j. successfully tailor a suit or a coat. k. appropriately accessorize the garment tailored.		

Notes:

Topic IV: ACCESSORIES

Generalization D: Accessories will enhance a garment if appropriately and tastefully chosen.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources.
1. Accessory Selection a. Hats b. Handbags c. Shoes d. Smaller Accessories - gloves - scarves - hosiery - jewellery		The student will: a. select basic accessories required in a wardrobe. b. differentiate between a good quality accessory and a poor accessory. c. prepare an inventory of accessories owned and evaluate it. d. research and report on an accessory selected. e. do a detailed study of either hats, shoes and boots, or handbags, including such things as - what to look for when purchasing - styles available - materials used in construction - occasions when worn.	Students prepare a bulletin board on the basic accessories required in a wardrobe.	Fashion Magazines Clothing Selection by Chambers & Moulton.

Notes:

VI. FASHION AND FURNISHINGS

5. Fashion and Furnishings 32A

(Interior Design)

INTRODUCTION

Since almost everyone at one time in his life is faced with the opportunity to furnish a home, this course will better enable him to accept the challenge and make more satisfying purchases.

An opportunity will also be given for the student to make window dressings, simple upholstery, bedspreads and home accessories to be used for personal satisfaction or be applied in employment in industry. Several industries will be investigated for career possibilities.

I. OBJECTIVES

The objectives of Fashion and Furnishings 32A (Interior Design) are:

1. To help students learn how to apply the principles and elements of design to furnishings through examination of construction techniques, textiles and special finishes.

2. To help students apply knowledge and develop skill through practical application in related projects.

II. CONTENT SUMMARY

1. Principles and elements of design related to the home
2. Household textiles
3. Projects for the home
   - -window dressing
   - -simple upholstery
   - -home accessories
   - -table linen

III. REFERENCES

No single text is prescribed.

Better Homes and Gardens. *Decorating Ideas Under $100*. General Publishers, Don Mills, Ontario, 1971.

Better Homes and Gardens. *Stitchery and Crafts*. General Publishers, Don Mills, Ontario 1971.

Craig, H. T. & O. D. Rush. *Homes with Character*. D. C. Heath & Co., Toronto, 1966.

Cunningham, Gladys. *Singer Sewing Book*. The Singer Sewing Company, 1969.

Tameanko, Marvin. *House and Home*. General Publishing Co. Ltd., Toronto, 1968.

Periodicals

Better Homes and Gardens - Subscription Department
1716 Locust Street
Des Moines, Iowa 50336

McCall's Needlework and Crafts - McCall Pattern Company
615 McCall Road
Manhattan, Kansas 66502

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Topic I: PRINCIPLES AND ELEMENTS OF DESIGN AS RELATED TO THE HOME.

Major: Fashion & Furnishings

Generalization A: An understanding of the principles and elements of design is necessary in order to select and arrange furnishings for a pleasing and comfortable home.

Course: 32A (Interior Design)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Principles of Design a. Harmony b. Proportion c. Scale d. Balance e. Rhythm f. Emphasis		The student will: a. define elements and principles of design. b. distinguish between good use of principles of design and poor use. c. apply the principles of design in the arrangement of a living room. d. given a living room, select furniture for this room using the elements and principles of design - color - texture - line - design.	Select pictures to illustrate good and poor examples of principles of design as well as elements of design. Invite an interior designer as guest speaker and/or take a tour of furnished show homes. Elements of design can further be studie by the making of a color wheel, texture collage, pleasing line and design combinations. Find pictures of furniture to be incorporated - colors to be used, samples of texture - eg. drapery fabric, rug sample, etc. or a discussion of textures used.	House and Home by Tameanko.

Notes:

Generalization B: The fibre, method of construction and finish used determine the quality of household textiles.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Production of Textiles a. Fibre b. Method of Construction c. Finish		The student will: a. list examples of the different fibres used in household textiles as well as state the advantages and disadvantages of each.	Students do a research project on the different fibres used in household textiles listing advantages and disadvantages. Do a thread count on two samples of fabric, organdy and cheesecloth, and determine a relationship between thread count and quality. Perform a variety of tests on fabrics with different finishes to determine: - shrinkage - wrinkle recovery - water repellency - flame resistance. Form conclusions.	House and Home by Tameanko. Homes with Character by Craig and Rush. Introductory Textile Science by M. L. Joseph.
2. Household Textiles a. Bedroom Textiles		a. do a cost or quality comparison between the different brands of any one of the household textiles. b. compare the cost of any one of the household textiles among a variety of stores. Have as constant the brand.	Divide the class into groups and each group studies a different area of household textiles.	Department Stores.

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
b. Bathroom Textiles c. Kitchen Textiles d. Dining Textiles and Accessories		The student will: c. compile a checklist to be used when purchasing any one of the household textiles. d. discuss the services offered by the various manufacturers of household textiles after communicating with these manufacturers.		Homes With Character by Craig and Rush.

Notes:

Generalization C: Tastefully selected and well-made projects for the home give satisfaction and an opportunity for creativity.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Window Dressing a. Kitchen Curtains b. Bathroom Curtains c. Living and Dining Room Drapes d. Bedroom Drapes		The student will: a. differentiate between curtains and draperies. b. state the six characteristics to be considered in drapery selection as well as give an explanation of each. c. make up a poster or a booklet containing fabric swatches used in the construction of drapes and curtains. Beside each swatch state - fibre content - weave - care required - use - cost. d. select suitable fabric, calculate yardage required and construct professional looking draperies or curtains. e. do a cost comparison between custom-made draperies and and ready-made draperies.	Students visit a drapery manufacturing firm to learn more about the various textiles available for draperies.	House and Home by Tameanko. The Singer Sewing Book. Inside Today's Home by Faulkner. Department Stores.

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
2. Simple Upholstery, Slip Covers, and Bedspreads		The student will: f. make drapes and/or curtains out of style and fabric selected. a. examine the variety of fabrics used in the making of slip covers, bedspreads and upholstering furniture by making a chart of these fabrics. b. make up a chart on which are listed the common fabrics used in upholstering, stating - fibre content - weave - durability - maintenance - cost. c. compare the cost of upholstering a chair yourself to having it upholstered. Compare the cost of a home-made bedspread and a custom-made bedspread. d. explain the factors to consider before starting to construct a bedspread, slipcover, or upholster a piece of furniture.	Visit bedspread manufacturing and upholstery businesses.	Inside Today's Home by Faulkner. Homes With Character by Craig and Rush. Upholstery and Bedspread Manufacturing Business.

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
		The student will: e. select suitable fabric, calculate yardage required and professionally upholster a piece of furniture, construct a bedspread or make a slip cover. f. investigate career opportunities in the upholstery and bedspread business. g. make either a bedspread or slip cover, or upholster a simple piece of furniture.		
3. Home Accessories a. Wall Hangings b. Toss Cushions c. Area Rugs		a. demonstrate appreciation for importance of background elements by selecting appropriate accessories for a given room. b. given a floor plan or picture of a room with the basic furniture in it, select appropriate accessories required to make it a more pleasing and comfortable room to live in.		Homes With Character by Craig and Rush.

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
		The student will: c. explain the factors to consider in the selection of accessories for a given room. d. construct a well planned hanging, rug or cushion illustrating good use of the elements of design.		Better Homes and Gardens. Stitchery and Crafts. McCall's Needlework and Crafts.
4. Table Linen a. Table Cloth b. Place Mats c. Table Runner		a. successfully create a pleasing and functional table cloth, table runner, or place mats. b. use one of a variety of techniques available in the construction of a table cloth, table runner, or place mats.		

Notes:

VI. FASHION AND FURNISHINGS

6. Fashion and Furnishings 32B

(Custom Sewing and Textiles)

INTRODUCTION

Custom Sewing and Textiles is designed to provide students with opportunities to practise their skills in sewing. In addition they will learn about the working conditions, job opportunities and methods of managing a shop.

The guide outlines activities related to management and consumerism. The actual sewing activities are not prescribed. Students could do customer sewing, work study or run their own business as they study the content of the course.

I. OBJECTIVES

The objectives of Fashion and Furnishings 32B (Custom Sewing) are:

1. To provide students an opportunity to use sewing skills in conjunction with management, merchandising or care and cleaning in the commercial field.

2. To help students examine the government and union legislation affecting working conditions.

II. CONTENT SUMMARY

1. Career opportunities
2. Government and union legislation
3. Management
4. Consumerism
5. Cleaning fabrics

III. REFERENCES

Strong, Merle, E. *Industrial, Labour and Community Relations*. Delmar Publishing Company Incorporated.

Also, see list under Fashions and Furnishings.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additonal behavioural objectives and activities to supplement the identified content and maintain relevancy.

Topic I: CAREER OPPORTUNITIES

Major: Fashion & Furnishings

Generalization A: Career opportunities in the textile industry in Canada vary with the geographic location and with one's individual ability and interest.

Course: 32B Custom Sewing & Textiles

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Career Field Occupations		The student will: a. identify the jobs available in textiles - locally - provincially - nationally - internationally. b. list individual qualifications needed to enter an occupational area of one's choice.		
2. Employment Opportunities		a. list jobs available in - garment construction - fashion design - custom work - cleaning and reconditioning.	Study job opportunities available locally.	
3. Working Conditions		a. discuss the working conditions in the various job situations listed in "2" as they relate to - hours of work - unions		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
		- location - wages - working environment.		

Notes:

Generalization B: Municipal, provincial and federal legislation affects working conditions in the sewing and textile industry.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Legislation		The student will: a. research the legislation affecting the sewing and textile industry - wage laws - hours. b. make a brief historical survey of labor legislation related to the textile industry from the time of Robert Owen. c. identify laws related to - labels - sanitation - safety.		
2. Unions		a. describe the effect unions have had on wages and working conditions. b. discuss the effect of a union on employer-employee relations. d. describe the collective bargaining procedure.		

Notes:

Topic III: MANAGEMENT

Generalization C: Good management is efficient in the use of time, money and manpower.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Employers		The student will: a. list the qualifications an employer expects of an employee. b. make out a job application. c. Interview an employer and obtain his views on - job opportunities - qualifications of his employees - problems in the industry - methods of staying up-to-date.	Interview personnel - industry - manufacturers - designers - salesmen Students may set up their own business and operate a customer shop.	
2. Management		a. describe how a plant is managed. b. explain changes in production - assembly line vs. individual production - effects of mass production on individuals - effects of mass production on cost, price and quality.		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
3. Equipment		The student will: a. visit a manufacturing shop using cloth materials to identify - equipment for cutting - equipment for sewing - special purpose equipment. b. visit a dry cleaning plant to identify - facilities and equipment needed for the various operations - methods used to determine cleaning processes to be used on various fabrics - repair methods.	Field Trips	

Notes:

Generalization D: The buying public must exercise discriminating selection to ensure quality and service from retail outlets.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. The Retailer		The student will: a. given a description of a small business enterprise describe - overhead costs and their effect on the price of merchandise - wage costs - the problem of returned merchandise - methods of payment and the effect on cost - charge accounts - Chargex - cash	Make a survey of the effects of consumer complaints on garment legislation, labeling, sizing, etc.	
2. The Customer		a. list the laws that protect him. b. calculate the cost of an article on a time payment plan.		

Notes:

Generalization E: Regular and careful attention to cleaning and maintaining one's wardrobe saves clothing costs and helps to keep one looking well dressed.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Fabrics		The student will: a. identify various fabrics to determine how they should be laundered. b. launder various fabrics. c. use correct procedures and methods for pressing.		
2. Stain Removal		a. identify various stains and remove them using appropriate agents. b. determine the most suitable drycleaning processes for various materials. c. describe how to clean carpets.		

Notes:

VI. FASHION AND FURNISHINGS

6. Fashion and Furnishings 32B (Alternate)

Alternate to Fashion and Furnishings 32B

INTRODUCTION

Fashion and Furnishings 32B may be taken after the completion of an introductory course and Fashion and Furnishings 22C, and emphasizes the structure of industrial organizations as related to marketing, division of labour and personnel. Students who take this course may not get credits in Production Science 30.

Products produced in this course will be made of fabrics.

I. OBJECTIVES

The objectives of Fashion and Furnishings 32B alternative are:

1. To emphasize the structure of industrial organizations as related to marketing, division of labour and personnel through research and simulated industrial production.

2. To examine the physical and sociological problems and technological changes as related to man.

II. CONTENT SUMMARY

1. An introduction to industry
2. Industry and the division of labour
3. Personnel organization
4. Research and development
5. Simulated industrial production
6. Technological changes.

III. REFERENCES

Brown, J. A. C. *The Social Psychology of Industry*. Penguin Books Ltd., 1965.

Haws, Robert W. and Carl J. Schaffer. *Manufacturing in the School Shop*. American Technical Society, 1966. Available from General Publishing Co. Ltd., Don Mills, Ontario.

Hebert, A. R. *Introduction to Management*. Sir Isaac Pitman of Canada, Toronto, Ontario, 1968.

Hulen, Charles R. *A Flock of Mass-Produced Ducks.* Industrial Arts and Vocational Education, September,1970. pp. 29-34.

Keane, George R. *Teaching Industry Through Production.* American Industrial Arts Association, 1959.

Lindbeck, J. R. and Irvin T. Lathrop. *General Industry.* Copp Clark Publishing Company, 1969.

Lindbeck, John. *Is Package Design Your Students' Bag?* Industrial Arts and Vocational Education, February,1972. pp. 30-31.

Sayles, Leonard R. and George Strauss. *Human Behaviour in Organizations.* Prentice-Hall Inc., 1966.

Toffler, Alvin. *Future Shock.* Bantam Books of Canada Ltd., 1970.

The Polyolefins.
16 mm. sound, color, 38 minutes
Shell Film Library, Box 100, Calgary, Alberta.
This film illustrates the sequential progress followed in researching and developing new materials for existing products. Three polyolefins are referred to in so doing.

Relevant Films: Available from the Department of Extension, University of Alberta, Edmonton, Alberta.

	Time	Rent
All I Need is a Conference.	28 min.	$3.25
Breaking Down the Delegation Barrier.	30 min.	3.50
Critical Path.	16 min.	2.95
Discipline: Giving Orders.	15 min.	1.75
Discipline: Reprimanding.	10 min.	1.25
Emotional Styles of Human Behaviour.	24 min.	1.90
Imagination at Work.	21 min.	2.75
Improving the Job.	9 min.	1.25
Instructing the Worker on the Job.	14 min.	1.50
Introducing the New Worker to His Job.	16 min.	1.75
Maintaining Good Working Conditions.	9 min.	1.25
Maintaining Quality Standards.	10 min.	1.25

Manager Wanted.	28 min.	$4.20
The Department Manager.	30 min.	1.75
The General Foreman.	30 min.	1.75
Man on the Assembly Line.	30 min.	1.75
The Skilled Worker.	30 min.	1.75
The Vice-Pres.	30 min.	1.75
The New Supervisor Takes a Look at His Job.	13 min.	1.25
Person to Person Communication.	14 min.	2.25
Risk and Forecasting.	10 min.	1.55
Workshop Process.	12 min.	1.35
You are the Bargaining Table.	40 min.	4.80
Automation.	84 min.	6.25
This Automation Age.	28 min.	1.25
Men at Work.	27 min.	1.75
Dues and the Unions.	17 min.	1.25
Fact Finding, not Fault Finding.	13 min.	1.75
The Grievance.	30 min.	1.80
Placing the Right Man on the Right Job.	13 min.	1.25
Shop Steward.	22 min.	1.25

b.) Available from the Worker's Compensation Board, Edmonton, Alberta.

Communication for Safety Series

Part #3 *Setting 'Em Straight.*
Part #4 *Let's Everybody Help.*

Supervising for Safety.

Part #1 *Fragile - Handle Feelings With Care.*
Part #2 *It's an Order.*
Part #3 *Call 'Em on the Carpet.*

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Topic I: AN INTRODUCTION TO INDUSTRY THROUGH PRODUCTION TECHNOLOGY

Major: Fashion & Furnishings

Generalization A: Modern civilization is highly dependent upon industry.

Course: 32B Alternate (Custom Sewing)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Modern civilization and industrial dependence		The student will: a. given the appropriate materials explain several ways in which modern civilization is dependent upon industry for its existence.		
2. Lab simulation of industry		b. following a presentation by the teacher, explain the significance of the course and its relationships to industry in Canada.		Film - *I am a Country.* *Introduction to Management* Chapter 3.
3. Interrelated facets of industry (i.) Men (ii.) Machines (iii.) Materials		c. following a group discussion, explain several interrelationships among such industrial facets as men, machines and materials.		*General Industry* Section 1.

Notes:

Generalization B: Industrial production is highly dependent on a study of the sequential operations central to a product and the associated division of specialized labor required to perform them.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Job and Operation Breakdowns 2. Flow Charts and Diagrams 3. Labor Allocations		The student will: a. given the appropriate materials as an introduction, take a product and isolate the corresponding job and operation breakdown. b. given the appropriate introductory information, prepare "critical incident charts" and "plant layout diagrams" for the production scheduling of a selected product. c. with an existing knowledge of job and operations breakdowns, allocate personnel to the required jobs involved in a specified product.	Read and discuss procedures followed in constructing job and operations breakdowns. Have students take an existing product and make a job and operations breakdown. Read and discuss procedures followed in preparing "critical incident charts" and "plant layout diagrams". Following the establishment of a job and operations breakdown for a product, students can then decide on the duties required by various personnel involved in the product manufacturing and make the appropriate allocation.	*Manufacturing in the School Shop* - pp. 19-23. *Manufacturing in the School Shop* - pp. 29 - 35. *Manufacturing in the Scho Shop* - pp. 38 - 40. *A Flock of Mass-Produced Ducks* - p. 33.

Notes:

Generalization C: Industrial organizations require an interrelationship of management and labor to facilitate and coordinate the many activities central to manufacturing a product.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Industrial Organization (i.) Corporation (ii.) Partnership		The student will: a. given the appropriate materials, isolate the various classifications of industrial organizations and discuss their advantages and disadvantages (e.g. corporation, partnership, etc.)	Following a reading assignment, a class session can be spent discussing the many classifications of industrial organization.	*Introduction to Management* - Chapters 4 and 5.
2. Formal Organization (i.) Management (ii.) Hierarchy (iii.) Communications (iv.) Responsibilities (v.) Unions		b. given the appropriate materials, discuss the formal organization making reference to line and staff hierarchies, communication channels, responsibilities and unions.	Following a reading assignment, the aspects of formal organization can be discussed in a class by making reference to local industrial firms.	*Social Psychology of Industry.* *Human Behavior in Organizations.*
3. Informal Organization (i.) Labor (ii.) Interrelationships (iii.) Conflicts		c. given the appropriate materials, discuss the necessity for informal organizations, the ways in which they are formed, the conflicts and pressures within them, the communication among their members and their interrelationship with the formal organization.	Following a reading assignment, the various aspects of the informal organization can be discussed in class. Reference can be made to actual student experiences.	*Social Psychology of Industry.* *Human Behavior in Organizations.*

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
(iv.) Communications				
(v.) Responsibilities				

Notes:

Generalization D: Research of salable products and the development of prototypes are essential prerequisites to any successful business venture.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Elements of a Saleable Product (i.) Markets (ii.) Advertising (iii.) Competition (iv.) Production (v.) Cost		The student will: a. given the appropriate materials, isolate elements such as markets, advertising, demand, competition, production time and costs in considering salable products, and apply such considerations in suggesting a product to be produced in the lab.	Keeping the elements of salable products in mind, each student can suggest an appropriate product suitable to lab production. The resulting suggestions can then be discussed in class.	*Manufacturing in the School Shop* pp. 14 - 18.
2. Industrial Research		b. given the appropriate introductory materials, explain how research is used in industry and the methodology followed in solving problems.	View *Form and Formula* and *The Polyolefins* and discuss research on an industrial scale and its implications for the lab.	Films - *Form and Formula* - *The Polyolefins*
		c. given the appropriate introductory information, apply their knowledge of industrial research in developing prototypes for selected products.	Students can divide into groups and research selected products. In the process of their research the following will be considered: job and operation breakdowns, flow charts and diagrams, required men, machines, materials and money, packaging, advertising, jigs and fixtures, pricing, consumer surveys.	*Manufacturing in the School Shop* pp. 19 - 35. *Is Package Design Your Student's Bag* pp. 42 - 49. Films - *Loose Fill With Pelaspan-Pac* - *Packaging with Pylite*

Notes:

Generalization E: Many of the physical and sociological problems encountered in industrial production can be realistically simulated and studied within the school environment.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Industrial Production		The student will: a. with the knowledge gained from preceding topics, establish an organization in a lab environment and produce a selected product or service.	Students can evaluate the previous research of various products and then select one or more items most suitable to lab production. A company will be established and a product or service will result.	
2. Physical Problems		b. given an opportunity to simulate industrial production, encounter, identify, discuss and attempt to solve physical problems such as working conditions, job responsibilities, safety, job training, quality control and advertising and relate these to realistic industrial settings.	Students can offer a service or make a product and in so doing will, in all probability, encounter problems of a physical nature. Some to be aware of and discuss when the need arises: safety, working conditions, bottlenecks, job responsibilities, PERT, bookkeeping, product distribution, meeting production deadlines, wages, cost vs. profit decisions, job training, purchasing of merchandise, quality control, advertising, pros and cons of a formal organization.	

Notes:

Topic V: SIMULATED INDUSTRIAL PRODUCTION (Continued)

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
3. Sociological Problems		The student will: c. given an opportunity to simulate industrial production, encounter, identify, discuss and attempt to solve sociological problems such as worker morale, strikes, interrelationships and communications and relate these to realistic industrial settings.	Same as above. Some sociological problems to be alert to include: groups - their function, pros and cons, communication, informal organization, work incentives, worker morale, strikes, labor and management interrelationships.	

Notes:

Topic VI: TECHNOLOGICAL CHANGES

Generalization F: With the exponential growth of scientific knowledge, new materials and methods of handling them are developed. Such innovations are influential in technological change and affect the role of man in an industrial setting.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Growth of Scientific Knowledge		The student will: a. given the appropriate introduction, discuss several current scientific developments and their applications.		
2. Technological Changes and Man		b. given the appropriate materials, relate the effects that technological change has on man.	Through written activities and class discussion, many examples of technological change and the resultant effects on man's role in industry can be brought forward.	*Introduction to Management* - Chapters 1 and 2. *Future Shock.*

Notes:

VI. FASHION AND FURNISHINGS

7. Fashions and Fabrics 32C

INTRODUCTION

The last module of the Fashions and Fabrics sequence is open to students who have completed 30 credits or 6 modules in the major.

The 125 hours of instruction time available in this module may be used to:

a. provide greater depth to a module taken previously. Individual students, groups of students or whole classes may elect to study an area in more detail.

b. engage in actual job training under a work experience plan whereby the Fashions and Furnishings teacher acts as coordinator between student and industry.

c. establish a boutique within the school which would incorporate business training with creative promotion, production and sales.

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